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ABSTRACT

This report from the Dunbar Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents eight findings concerning enrollment, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) basal progress was above system performance; (2) achievement test results improved; (3) scores on the basic skills test reached system goals; (4) first grade results on the criterion-referenced test were above the system level; and (5) the academic efforts and the caring atmosphere of the school helped children to excel and should be continued. Descriptive statistics and test scores are presented in 16 tables. (VM)

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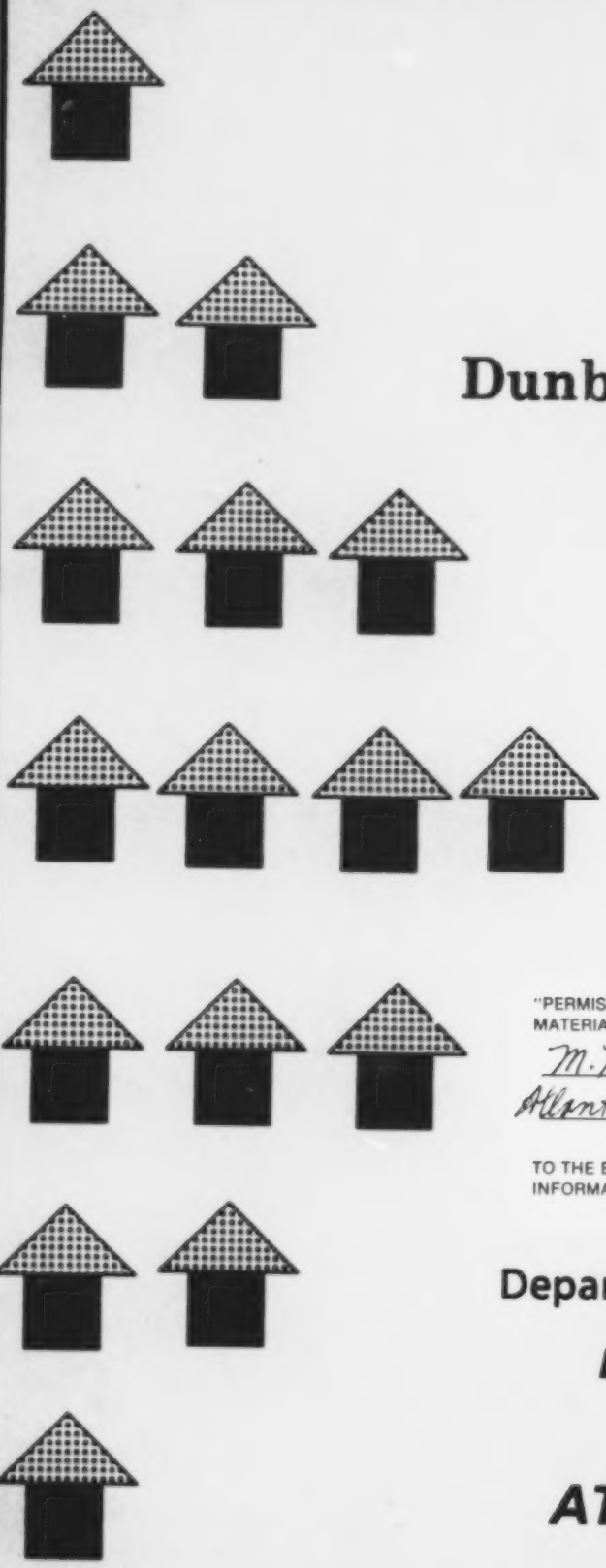

Dunbar Elementary School
School Report
1986-87

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ATLANTA PUBLIC SCHOOLS

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DUNBAR ELEMENTARY SCHOOL
1986-87 SCHOOL REPORT
(Andy Plankenhorn, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms — a narrative analysis followed by accompanying data sheets.

FINDINGS

1. General descriptive characteristics indicate the mobility index was higher than the system average. Pupil attendance was outstanding, and was 2.7 percent higher than the system average. Staff attendance was 1.2 percent higher also.

2. For kindergarten students, the average number of skills mastered was l v the system average in Ready Steps.

   The percentage of students completing and mastering Getting Ready to Read was 8 percent higher than the system average.

3. In basal progress in reading, students in grades 2, 3, 4, and 5 met or exceeded expectations. Grade 1 students were above the system average. In mathematics, all grades exceeded expectations and were above system levels.

4. The scores on the California Achievement Tests (CAT) indicate improvement over the 1986 results in both reading and mathematics. Student performance was above the system level.

5. On the Iowa Tests of Basic Skills (ITBS), unmatched data indicate students in grades 1, 2, and 5 with 50 percent or more above the national norm in reading. Total school average of 59 percent was above the system level. In mathematics, students in grades 1, 2, 3, and 4 exceeded the goal, and the total school was above the system average.

   Matched ITBS scores in reading and mathematics show good growth in grades 2, 3, and 4 and less than expected in grade 5. Overall performance was above the system total performance.

   Results on the state-mandated portion of the ITBS indicate that grade 2 students were below system levels in both Social Studies and Science. Grade 4 students were above the system and state levels in both areas.

6. Project students' gains were above the system average in both reading and mathematics. The gains for project students were higher than non-project student gains.

7. The Georgia Criterion-Referenced Tests (GCRT) results for grade 1 show that in reading and mathematics, scale scores are above state and system averages. Improvement was made in the percentage mastering objectives in all reading and mathematics objectives.

   On the third grade GCRT, the percentage passing in reading improved, but was below the system average. In mathematics, the percentage passing improved by 21 percent, and scale scores were above the system averages.

8. The average number of progression minimum skills mastered by students in all grades was equal to or greater than the system average in both reading and mathematics.

   The percentage of students retained was below the system average in all grades except grade 3.

CONCLUSIONS

1. Basal progress was above system performance.
2. CAT results improved.
3. ITBS results reached system goals.
4. GCRT first grade results were above the system level.

RECOMMENDATIONS

1. Continue the effort which improved basal progress performance.
2. Maintain the caring atmosphere. This continues to make students want to excel.

Division of Curriculum and Research Services
Department of Research and Evaluation
September 24, 1987

1986-87
DATA DESCRIPTION SHEET
FOR ELEMENTARY SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Kindergarten Ready Steps Screening Results

All students are screened upon entry into kindergarten using the Ready Steps Language Survey. This instrument is an individually administered series of tasks designed to diagnose student proficiency in ten essential reading readiness skill areas. Mastery of these same ten skills also represents partial fulfillment of the kindergarten pupil progression requirements in reading.

Kindergarten Basal Readiness Progress

A goal of the kindergarten program is that students will complete and successfully master the readiness level of the Houghton Mifflin Series, Getting Ready to Read. The data reported reveal the progress of students by the end of the school year.

Summary Report of Basal Progress (Reading and Mathematics)

The data in the basal progress reports are based on the number of basal reading magazines and mathematics chapters reported as completed during the year. The expected number of magazines/chapters per grade are based on the publisher's recommendation for the amount of material to be covered on grade level in one year.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

California Achievement Tests (CAT) - Unmatched

The CAT was a requirement of the state testing program for all kindergarten students.

Iowa Tests of Basic Skills (ITBS) - Unmatched and Matched

The complete battery of the ITBS is administered to grades 1 through 7. In addition, the science and social studies tests are administered to grades 2, 4, and 7 as a requirement of the state testing program.

Project and Non-Project Results - Matched

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives for grades 1, 3, and 6. Results are reported in terms of student mastery or students needing additional instruction, mean scale scores, and the percentage of students passing (third grade only). Third graders statewide were required to achieve a scale score of 182 in reading and 184 in mathematics in order to be eligible for promotion.

Progression Policy Results

The progression policy for grades K-7 determines promotion or non-promotion. The mastery of specified minimum skills in reading and mathematics and the completion of a specified level of the basal reader are required for promotion. In addition, third graders were required to pass the GCRT.

09/02/87

DUNBAR ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-5)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	532	556	547	560	581	21	3.8	49	9.2
ALL ELEM	36,561	36,287	36,471	37,967	37,940	-27	-0.0	1,379	3.8

STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	24.5	81	1654.0	72
LOAD EXEMPT	5.7	19	640.2	28
TOTAL	30.2	100	2294.2	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	78	13	5542	15
COMPENSATORY MATH	69	12	4850	13
K-GARTEN - APS DAY CARE	26	23	877	15
K-GARTEN - NON-APS DAY CARE	21	19	2430	41
K-GARTEN - NO DAY CARE TO 6 MOS. DAY CARE	64	58	2652	45
FIRST GRADE - APS K-GARTEN	119	94	5801	89
FIRST GRADE - NON-APS K-GARTEN	2	2	627	10
FIRST GRADE - NO K-GARTEN	6	5	123	2
PUPIL-TEACHER RATIO	23.7		22.9	
NUMBER/PER CENT OF PUPILS NEW TO APS	38	7	3840	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	143	25	10469	28
MOBILITY INDEX:				
1984-85	.33		.29	
1985-86	.30		.30	
1986-87	.37		.30	
PER CENT PUPIL ATTENDANCE:				
1984-85		97.5		94.9
1985-86		97.7		95.1
1986-87		97.4		94.7
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		92.6		93.3
1985-86		93.9		94.0
1986-87		96.1		94.9

8/17/87

DUNBAR ELEMENTARY SCHOOL

READY STEPS LANGUAGE SURVEY
KINDERGARTEN SCREENING RESULTS
FALL 1986

	PERCENT OF STUDENTS MASTERING EACH SKILL										AVERAGE NUMBER SKILLS MASTERED 1-10	N
	1	2	3	4	5	6	7	8	9	10		-
SCHOOL	72	98	83	86	57	63	48	65	63	94	7	96
SYSTEM	86	96	64	88	59	67	48	84	78	88	8	5,856
DIFF	-14	2	19	-2	-2	-4	0	-19	-15	6	-1	

8/14/87

DUNBAR ELEMENTARY SCHOOL

SUMMARY REPORT OF KINDERGARTEN BASAL PROGRESS
READING READINESS
1986-87

	PREREADINESS		GETTING READY TO READ ONLY						TOTAL N
			NOT COMPLETED		COMPLETED				
					NOT MASTERED		MASTERED		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	
SCHOOL	6	6	1	1	10	9	91	84	108
SYSTEM	560	10	496	8	346	6	4,475	76	5,877

7/08/87
DUNBAR ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Reading
1986-87

Grade		Magazines			Percent Of Pupils Meeting Expectation	Total Students
		Number Per Grade	Average Number Completed	Percent Completed		
01	School	9	6.9	77	32	128
	System	9	6.3	70	24	6469
02	School	6	6.7	112	64	92
	System	6	5.6	93	68	5635
03	School	6	5.3	88	59	99
	System	6	5.1	85	50	5233
04	School	4	4.4	110	91	70
	System	4	4.1	103	77	4974
05	School	4	4.0	100	83	75
	System	4	4.0	100	78	4508

7/08/87
DUNBAR ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Mathematics
1986-87

Grade		Chapters: Number Per Grade	Chapters: Average Number Completed	Chapters: Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	13	12.2	94	66	128
	System	13	11.7	90	61	6894
02	School	13	11.9	92	79	92
	System	13	12.0	92	83	5770
03	School	13	11.6	89	51	99
	System	13	11.5	89	51	5265
04	School	13	12.7	98	89	70
	System	13	11.1	85	43	4974
05	School	13	12.1	93	52	75
	System	13	11.0	85	43	4514

Dunbar Elementary School

August 20, 1987

CALIFORNIA ACHIEVEMENT TESTS - UNMATCHED
(KINDERGARTEN ONLY)

	Number Tested		National Norm	Percent Above National Norm				Composite Mean Scale Score	
				Reading		Mathematics			
	1986	1987		1986	1987	1986	1987	1986	1987
School	118	112	50	61	92	75	92	--	554
System	6,069	5,939	50	58	68	76	78	--	532

Iowa Tests Of Basic Skills - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
01		114	125	50	18	69	51
02		97	91	50	37	64	27
03		74	90	50	27	40	13
04		64	68	50	50	81	31
05		71	71	50	44	37	-7
	School Total	420	445	50	33	59	26
	Elem. 1-5 Schools	12,767	13,349	50	46	53	7
	Elem. 1-7 Schools	16,604	16,743	50	36	45	9

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
01		114	125	50	50	82	32
02		97	91	50	76	92	16
03		73	90	50	33	58	25
04		64	68	50	88	88	0
05		71	71	50	48	39	-9
	School Total	419	445	50	58	73	15
	Elem. 1-5 Schools	12,738	13,306	50	58	65	7
	Elem. 1-7 Schools	16,549	16,701	50	46	56	10

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DUNBAR ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	1986	1987	DIFF	TOTAL MATH N	1986	1987	DIFF
02	PERCENT	50	73	25	60	35	73	60	90	30
	MEAN GE	2.7		1.8	3.0	1.2		2.1	3.6	1.5
03	PERCENT	50	75	35	41	6	75	71	57	-14
	MEAN GE	3.7		2.2	3.2	1.0		3.3	4.0	0.7
04	PERCENT	50	53	28	83	55	53	32	89	57
	MEAN GE	4.7		3.2	5.6	2.4		3.2	5.9	2.7
05	PERCENT	50	62	52	40	-12	62	89	40	-49
	MEAN GE	5.7		4.7	5.2	0.5		5.5	5.4	-0.1
SCHOOL TOTAL										
	PERCENT	50	263	35	55	20	263	64	69	5
	MEAN GE			2.7	4.4	1.7		3.2	4.5	1.3
ELEM SCHOOL K - 5										
	PERCENT	50	15,470	44	49	5	15,391	57	60	3
	MEAN GE			3.1	4.2	1.1		3.4	4.4	1.0
ELEM SCHOOL K - 7										
	PERCENT	50	18,586	43	48	5	18,501	55	59	4
	MEAN GE			3.6	4.6	1.0		3.8	4.8	1.0

IOWA TESTS OF BASIC SKILLS
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

Dunbar Elementary

SOCIAL STUDIES

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	68	78	75	2.7	3.5	4.2	4.0
04	64	50	61	62	92	4.7	5.3	5.3	8.0

SCIENCE

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	57	62	41	2.7	3.0	3.2	2.3
04	64	50	66	62	84	4.7	5.6	5.4	7.1

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DUNBAR ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
READING TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. READING	SCHOOL	1986	18	25	29	30	22	27									69	28
		1987		50		44		33										42
		GAIN		25		14		6										14
	TOTAL ELEM	1986	638	28	1307	33	1045	33	516	35	256	32	45	31	12	49	3819	32
		1987		50		44		41		42		39		39		48		43
		GAIN		22		11		8		7		7		8		-1		11
NO READING PROJECT	SCHOOL	1986	6	21	55	44	66	52	58	39	68	51					253	46
		1987		51		70		45		63		46						55
		GAIN		30		26		-7		24		-5						9
	TOTAL ELEM	1986	340	33	3645	54	3471	55	3641	47	3537	47	1890	43	1399	46	17923	49
		1987		50		58		51		51		48		47		50		51
		GAIN		17		4		-4		4		1		4		4		2

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DUNBAR ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. MATH	SCHOOL	1986	20	23	19	30	24	30										
		1987		62		51		36									63	27
		GAIN		39		21		6										49
																		22
	TOTAL ELEM	1986	632	27	1268	40	965	36	534	31	236	29	37	34	23	45	3695	34
		1987		59		59		43		43		36		43		45		51
		GAIN		32		19		7		12		7		9				17
NO MATH PROJECT	SCHOOL	1986	4	24	64	61	64	71	58	40	68	67						
		1987		72		82		55		74		45					258	60
		GAIN		48		21		-16		34		-22						63
																		3
	TOTAL ELEM	1986	343	40	3622	64	3524	66	3591	50	3546	50	1898	46	1384	48	17908	55
		1987		60		70		53		55		50		48		53		56
		GAIN		20		6		-13		5				2		5		1

09/11/87
DUNBAR ELEMENTARY SCHOOL

GEORGIA CRITERION REFERENCED TESTS (FIRST GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPTS FOR READING			LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	
SCHOOL	1986	113	71	51	51	39	69	73	64	63	42	48	197
	1987	123	78	76	76	69	87	86	88	90	77	69	217
SYSTEM	1987	6662	79	65	68	61	78	81	81	82	64	70	211
STATE	1987	94106	84	76	75	59	77	85	80	81	60	69	212
DIFF. SCHOOL	86-87		7	25	25	30	18	13	24	27	35	21	20
DIFF. SCHOOL-SYSTEM (1987)			-1	11	8	8	9	5	7	8	13	-1	6
DIFF. SCHOOL-STATE (1987)			-6	0	1	10	10	1	8	9	17	0	5

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MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION							COMPONENT OPERATIONS				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SCHOOL	1986	113	85	81	52	72	67	96	66	70	80	75	75	60	83	53	79	201
	1987	123	91	92	76	82	90	96	74	90	86	87	93	81	94	79	83	214
SYSTEM	1987	6661	87	88	71	80	78	93	68	77	82	81	84	85	93	77	83	211
STATE	1987	94104	90	91	79	81	80	94	68	71	84	81	85	91	95	82	82	213
DIFF. SCHOOL	86-87		6	11	24	10	23	0	8	20	6	12	18	21	11	26	4	13
DIFF. SCHOOL-SYSTEM (1987)			4	4	5	2	12	3	6	13	4	6	9	-4	1	2	0	3
DIFF. SCHOOL-STATE (1987)			1	1	-3	1	10	2	6	19	2	6	8	-10	-1	-3	1	1

09/11/87
DUNBAR ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (THIRD GRADE)
READING
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	LITERAL COMPREHENSION		INFERENTIAL COMPREHENSION			PROBLEM SOLVING			MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8		
SCHOOL	1986	81	46	25	58	43	48	22	32	28	199	77
	1987	90	39	13	50	33	16	10	20	9	205	81
SYSTEM	1987	4850	32	10	37	30	10	14	21	8	208	90
STATE	1987	77529	22	7	25	24	7	10	16	5	214	94
DIFF. SCHOOL	86-87		-7	-12	-8	-10	-32	-12	-12	-19	6	4
DIFF. SCHOOL-SYSTEM (1987)			7	3	13	3	6	-4	-1	1	-3	-9
DIFF. SCHOOL-STATE (1987)			17	6	25	9	9	0	4	4	-9	-13

MATHEMATICS
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8	9	10	11	12		
SCHOOL	1986	81	47	30	33	25	40	63	53	32	41	37	48	47	198	70
	1987	90	20	33	47	21	30	39	39	19	18	17	11	24	210	91
SYSTEM	1987	4848	25	37	59	31	43	45	42	17	20	23	12	20	205	86
STATE	1987	77542	17	30	53	26	40	36	32	17	14	19	9	16	210	92
DIFF. SCHOOL	86-87		-27	3	14	-4	-10	-24	-14	-13	-23	-20	-37	-23	12	21
DIFF. SCHOOL-SYSTEM (1987)			-5	-4	-12	-10	-13	-6	-3	2	-2	-6	-1	4	5	5
DIFF. SCHOOL-STATE (1987)			3	3	-6	-5	-10	3	7	2	4	-2	2	8	0	-1

8/03/87

DUNBAR ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87

READING

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	99	99	97	99	93	93	93	99	99	99										10	113
	SYSTEM	97	99	93	98	92	92	89	96	95	96										9	5,992
	DIFF	2	0	4	1	1	1	4	3	4	1										1	
01	SCHOOL	98	93	91	92	80	90	87	84	80	89	92	87	91	95	95					13	127
	SYSTEM	92	85	84	89	82	84	83	81	82	89	84	87	90	95	94					13	6,755
	DIFF	6	8	7	3	-2	6	4	3	-2	0	8	0	1	0	1					0	
02	SCHOOL	96	96	92	90	90	90	89	91	92	92	90	92	92	96	96					14	89
	SYSTEM	89	94	88	88	88	88	86	89	91	87	88	90	93	93	94					13	5,642
	DIFF	7	2	4	2	2	2	3	2	1	5	2	2	-1	3	2					1	
03	SCHOOL	98	98	99	95	97	96	98	98	100	99	97	97	98	100	97	99	98			17	97
	SYSTEM	90	88	90	88	89	89	86	87	93	91	87	89	86	91	87	93	93			15	5,128
	DIFF	8	10	9	7	8	7	12	11	7	8	10	8	12	9	10	6	5			2	
04	SCHOOL	99	99	99	99	99	99	99	99	99	98	99	99	99	99	99					15	69
	SYSTEM	93	93	92	93	92	93	90	92	92	92	92	92	93	92	94					14	4,854
	DIFF	6	6	7	6	7	6	9	7	7	7	7	7	6	7	5					1	
05	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	19	74
	SYSTEM	94	94	94	93	94	94	94	93	94	94	93	94	93	93	92	93	93	94	94	18	4,382
	DIFF	6	6	6	7	6	6	6	7	6	6	7	6	7	7	8	7	7	6	6	1	

8/03/87

DUNBAR ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87

MATHEMATICS

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	99	98	99	99	95	98	97	94	93	98	94									11	107
	SYSTEM	98	95	94	94	94	95	94	93	92	96	87									10	5,905
	DIFF	1	3	5	5	1	3	3	1	1	2	7									1	
01	SCHOOL	99	99	94	91	91	91	87	88	91	91	91	94								11	127
	SYSTEM	98	98	96	93	92	91	87	88	88	90	90	91								11	6,772
	DIFF	1	1	-2	-2	-1	0	0	0	3	1	1	3								0	
02	SCHOOL	96	97	92	96	91	92	92	93	91	93	93	92	96	92	93					14	89
	SYSTEM	97	96	93	93	91	92	93	95	92	96	95	95	93	92	90					14	5,655
	DIFF	-1	1	-1	3	0	0	-1	-2	-1	-3	-2	-3	3	0	3					0	
03	SCHOOL	96	98	98	99	97	95	96	95	95	96	96	99	98	98	98	97	96			16	98
	SYSTEM	94	94	91	93	89	89	88	89	92	90	88	89	90	90	89	88	88			15	5,138
	DIFF	2	4	7	6	8	6	8	6	3	6	8	10	8	8	9	9	8			1	
04	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100				16	67
	SYSTEM	94	92	95	93	91	90	92	93	91	92	89	91	92	91	90	88				15	4,860
	DIFF	6	8	5	7	9	10	8	7	9	8	11	9	8	9	10	12				1	
05	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100			17	74
	SYSTEM	94	94	93	92	93	92	92	90	91	93	89	91	91	89	90	87	87			15	4,389
	DIFF	6	6	7	8	7	8	8	10	9	7	11	9	9	11	10	13	13			2	

7/08/87 DUNBAR ELEMENTARY SCHOOL

1986-87 Progression Status Report

Grades K - 7

Grade		Promoted N	Promoted Percent	Admin. Placed N	Admin. Placed Percent	Retained N	Retained Percent	Total N
K	School	112	94.9	1	.8	5	4.2	118
	System	5,256	86.9	91	1.5	703	11.6	6,050
01	School	103	83.1	7	5.6	14	11.3	124
	System	5,471	80.2	260	3.8	1,093	16.0	6,824
02	School	80	87.0	7	7.6	5	5.4	92
	System	4,773	84.7	309	5.5	550	9.8	5,632
03	School	78	79.6	4	4.1	16	16.3	98
	System	4,239	80.9	268	5.1	734	14.0	5,241
04	School	70	100.0		.0		.0	70
	System	4,379	89.0	277	5.6	263	5.3	4,919
05	School	75	100.0		.0		.0	75
	System	4,136	92.2	220	4.9	129	2.9	4,485